

## DRAFT

### Grade 3 Form 6 Scoring Guide *Homework, Poetry*

#### CR Item 1, GLE R1H

- 2 pts The response includes a main idea and two details from the poem.  
Example of main idea—The author doesn't want to do his homework. OR The narrator would rather do unpleasant chores than homework  
Example of two details—The author cleans the litter box and takes out the garbage.
- 1 pt The response includes a main idea and one detail from the poem.
- 0 pts Other  
Scoring note—*The student does not receive credit if only two details are given.*

#### CR Item 2, GLEs R1C/R2C

- 2 pts The response includes an appropriate definition and one text-based clue as explanation.  
Example—"Snags" means the hair is knotted up and hard to comb. I knew that because "snags" was related to "tangles." OR "Snags" means the comb gets stuck in the wet hair. It takes a long time to comb long hair when it's all messed up like that.
- 1 pt The response includes a reasonable explanation OR one text-based clue.  
Example—"Snags" means knots.
- 0 pts Other

*Scoring note—If only a clue is provided, student must also demonstrate understanding of definition.*

#### CR Item 3, R2A/W3E

##### Part A

- 2 pts The response includes two text-based details.  
Example—

July 28, 2005

Dear Teacher,

"Homework" is a funny poem about not doing homework. The lines of the poem are short and the lines rhyme. The lines are in groups of four. The poem was fun to read.

Your friend,  
Alberto

- 1 pt The response includes one text-based detail.
- 0 pts Other

##### Part B

- 2 pts The response includes at least two components of correct letter writing format: heading/date, greeting, closing, signature, indentation, and the body of the letter is a complete message with a controlling idea that shows awareness of the intended audience. (See example above.)
- 1 pt The response includes at least two components of letter format or the body of the letter is a complete message with a controlling idea that shows awareness of the intended audience.
- 0 pts Other

**CR Item 4, GLEs R2C/R1I**

- 2 pts The response includes a reasonable opinion about the narrator of the poem with reasonable support from either the story or from personal experience.  
Example of opinion—The poem was narrated by a third-grade student because I make up excuses not to do my homework. OR The poem was narrated by a high school student because my sister is in high school and she talks on the phone all the time instead of doing homework. OR The poem was narrated by a third-grade student because third-graders always have to clean the litter box and take out the garbage.
- 1 pt The response includes a reasonable opinion about the narrator without reasonable support for the opinion.  
Example—I think it was a third-grade student because I am a third-grader.
- 0 pts Other

*Scoring Note—A correct response requires student to understand concept of a “narrator.” (GLE R2C)*

*Scoring Note—Students are given credit when using an example from their personal lives (e.g., GLE R1I, Identify and explain connections between text ideas and own experiences).*

**Alternate Constructed-Response Item, GLE R2C**

- 2 pts The response includes one text-based problem and a solution to the problem.  
Example—The problem is that the child does not want to do homework. The solution is the child should do homework by 8 o’clock every night. OR The problem is that the child has excuses and the solution is that the child must do homework as soon as he gets home from school every day.
- 1 pt The response includes either a text-based problem OR one solution.
- 0 pts Other

**SR Item 5, GLE R2A**

- 1 pt D

**SR Item 6, GLE R2C**

- 1 pt A

**WP** Use state writing scoring guide for grade 3.